

# Shimer College Bulletin

Autumn, 1976  
Mt. Carroll, Ill. 61053



Dear Shimer alumni and friends. This issue of The Shimer College Bulletin is being brought to you at no expense to the school except bulk mailing charges. To be perfectly honest your college can't afford to print the Bulletin this time, so I twisted my secretary's arm until she agreed to volunteer to finish the typing and help with the paste up. We are past experts at low budget company newsletters, but do not expect every column to be square on the right or other fine points. We felt that the news and many fine articles in this issue would be more important than the format to you. We hope you agree. Further we hope you can give your time and treasure to help Shimer in her current need. Sincerely, Barry J. Carroll

be so subliminal as to escape our conscious attention and acceptance. When compounded by "the invention of invention" (as Whitehead puts it), i.e. the production of products not based on pre-existing needs, creating instead their own needs and markets (such as television or lasers) the resulting situation leaves people dependent on machinery. "Few of us know how anything works, or how to fix it, or even who is responsible if it fails. Thus, we are the passive subjects of technological expertise throughout an ever-widening portion of our lives."

Courses such as Nat. Sci. 35 advocate that every citizen become, to some extent, a "master" of technology. In this way, the automatic values provided by technology can be revitalized. People who understand the premises of technology and who are equipped with the skills to operate it, can use their ingenuity to control and order its implications on their lives. According to Richardson, "Increased intrepidity permits us to move from the condensed knowledge offered in books to the ability to glean information from experience in the "real world."

## DEANSHIP TRIUMVERATE

This semester, Shimer is experimenting with the traditional role of "Dean of the College" by splitting it into three functions. The administration of these functions is being carried out by members of the faculty, an unprecedented action in Shimer's history.

Last year's Acting Dean, Richard Beeson, will be the Academic Coordinator. This office corresponds to the role of Dean of the College in its original form. Beeson is charged with faculty evaluations, academic counseling, and coordination of faculty committees along with the overall coordination of the three-function deanship.

Don Moon is the Curriculum Coordinator whose job it is to supervise the Comprehensive examinations and initiate curriculum development. Don will also begin a major study of the present curriculum.

Robert Richardson will serve as Faculty Development Coordinator and is responsible for the review of teaching methods and the search for new faculty members.

**Shimer College**  
Mt. Carroll, Illinois 61053

ADDRESS CORRECTION REQUESTED

Non-Profit Organization  
Permit No. 40  
Mount Carroll, Ill.  
BULK RATE PD.

## CONCERNED PARENTS OF SHIMER STUDENTS

Shimer parents, past and present, have always exhibited a high degree of interest and concern for the welfare of the College. During this year's Parent's Weekend (October 2-3), an ad hoc committee of parents formed to discuss and implement various ways in which they might help the current fund raising effort.

As a first step, the parents organized a group called the "Concerned Parents of Shimer Students". Their first official project became the sending of a letter to the parents of all Shimer students, asking for a donation over and above support already being given by parents through the payment of tuition.

Based on President Ralph Conant's estimation that the general fund-raising effort will produce \$4500 of the \$5500 needed for general operating expenses for the College, the parents group asked that the remainder, \$100 be raised among the parents. The actual amount per student is \$465.00 Realizing that this amount is quite large, the Concerned Parents suggested that parents try to set aside a dollar a day for 365 days for the school, thus going a long way toward helping Dr. Conant in his efforts.

The Concerned Parents of Shimer Students organization intends to explore additional ways to support the College. They are particularly interested in how they may be of help in the area of student recruitment.

Mrs. William E. McKenzie Sr., of 81 South Seeley, Chicago, Il, 60643 is acting chairperson of the group.  
*Jane Green*  
"Concerned Parents" Liaison

be so subliminal as to escape me.

# JEAN M. SIEBEN SIX ORIGINAL LITHOGRAPHS OF SHIMER COLLEGE

Jean M. Sieben is an artist whose credits include one-woman shows at such prestigious galleries as the Art Director's and Duncan Galleries in New York and the Duncan Gallery in Paris, where the French press acclaimed her "sense of analysis and the strength of the composition combined with vivacious interpretation and simple structure". Known and exhibited in the Midwest, and with hundreds of commissioned works to her credit, Jean Sieben has created a series of six original 18 x 24 pen and ink sketches of Shimer College and has donated them to the College to help the Annual Fund Drive.

A limited edition of 100 sets of these prints, lithographed on the finest quality stock, have been numbered and signed by Jean Sieben and are offered for sale as a set of six for \$250.00 or as individual prints for \$50.00 each. An unsigned and un-numbered set of six, reproduced by offset process will also be offered for \$25.00 for the set of six.

We are proud to offer these fine works as an opportunity for you to acquire some of Jean Sieben's art for your collection, enjoyment and investment, and, as an opportunity for you to help, as Jean Sieben is helping, Shimer College.



**EDITORIAL - BARRY J. CARROLL, CHAIRMAN OF THE BOARD**

I want to draw a choice for you in the clearest terms. I want you, as a friend of Shimer, to appreciate, as most everyone on campus does, the crossroads to which we have come.

In September, 1973, enrollment had dropped to 210 students, well below the administration's most pessimistic projection. Although we had raised \$300,000 in gift income in the previous year, the projected deficit loomed at \$550,000 for the coming year.

Increased competition from public-supported institutions, and emphasis in skill-oriented training over the liberal arts all represented adverse trends for enrollment at schools such as ours.

The Executive Committee of the Board exhaustively explored the alternatives; to continue operations while somehow alleviating the burden of a deficit which all agreed was unmanageable. We could not see any prospect for improvement in a near enough time-frame for Shimer to survive intact. In November, we had the choice of stumbling into insolvency in a matter of two weeks, or seeking the protection of bankruptcy to assure that our students could finish the semester and receive course-credit. The Board chose the latter, since we held the students' equity in Shimer as our highest responsibility and the one we were least willing to risk. We began negotiations with the University of Chicago concurrently to transfer our students with full credit.

History proved us partly wrong, in that the sources of support for Shimer and the ideals that we espouse were more numerous than we had expected and in the heart of the crisis, when the Board has given up the battle, the faculty, students, townspeople, alumni and friends went on the attack.

After 1½ years of operation under the cloud of bankruptcy, which protected us from many obligations which were due, and thanks to Mr. Spira, the assignee, or trustee, of the bankruptcy, who extended himself on several occasions (and even risked some personal liability in keeping the school open), the Board was able to refinance the liabilities of the College and return to more normal fiscal management.

And so now, three years after the Board made its choice of paths, with enrollment up 20% this fall and with the prospects for further increase and a reconstituted faculty in place, we find ourselves once again in a most difficult fiscal position. Our annual gift need is still \$550,000.

The difference is that you now are informed. You now have the opportunity to step forward and help us meet this year's challenge. We have still never raised more than \$300,000 in gift income in one year. But this year we must. There is nothing left to mortgage and our credit is stretched to its limit. The path that we took in 1973 was not an easy one. It demands, and has demanded, more of us individually than is either comfortable or convenient.

The new administration, expanded faculty, and new graduate program with International College, all present opportunities for the next year which

# DIVERSE GROUPS SPEARHEAD FUND-RAISING DRIVE

## Development Office

Most people work forty hours a week and would like to work less. But for the three full-time and 3 part-time people working in the Shimer College Development Office a forty hour work week would be tantamount to a vacation.

The lights burn late in Metcalf these days, usually until nine or ten P.M. If staff members can't be found there, they are most likely calling potential contributors or holding late-night meetings. Planning and implementation are constant. Three major campaigns are currently underway: the "Save Shimer" campaign, the Alumni campaign, and the local campaign, with the Karyn Kupcinet Theatre Arts campaign due to begin in November.

The "Save Shimer" campaign is aimed at those people who gave to Shimer during the 1973 crisis. A letter was sent in late summer to those contributors, suggesting a three year pledge geared to the amount given in 1973. Follow-up phone calls were made on donated WATS lines in early October to those who had not yet responded, and a final letter will be sent out in early November. At the time of this writing, over \$10,000 has been received in cash and pledges; more is coming in each day.

Alumni campaign letters went out at the end of September. A number of contributions were received at this time; those who did not respond are currently being followed up and telephoned. With the personal follow up renewed interest in Shimer on the part of many alums, the Development Office is anticipating a record year for Alumni giving, above last year's total of \$43,000. As has been stated in previous Alumni Bulletins, Shimer alumni contributions are well below the national alumni giving rate. It is hoped that recent developments will encourage a strong response to the current alumni campaign.

The key to Shimer's future lies in two areas, enrollment and gift income. A revitalized Admissions Department is making significant gains in qualified students. The Development Office is taking the responsibility for fund raising.

*Dan Shiner  
Development Office*

## NEW ALUMNI ADMISSIONS PROGRAM

In an effort to coordinate and expand efforts of alumni to help the Admissions Office, a new program has been implemented. An Alumni Admissions handbook is presently being prepared which will outline methods and guidelines the alumni may best use in order to integrate their efforts with present admissions procedure.

In the past, efforts by alumni to help with admissions recruitment have often been ineffective because no liaison existed on campus to organize and act upon their help. The new Alumni Admissions Program welcomes the help of any alumnus who may be interested in offering time and energy for the recruitment and referral of prospective students. Please contact: Richard Chamberlain, Coordinator, Alumni Admissions Program, Shimer College, Mt. Carroll, IL 61053. A handbook and relevant materials will be sent as soon as they are available.

## FACULTY

Living with Shimer College's financial problems is not a new experience for most of its faculty. For many of us it would be a new (and pleasant!) experience to live without them, but that does not seem to be a possibility in the near future. We have been kept well informed about the current financial situation and have met several times to discuss various ways in which we can help to overcome the current difficulties and assure the survival of the College. Some faculty members are assisting the Development Office in its efforts to raise funds, and others are seeking to identify and tap new sources of support.

I think most faculty members are prepared to make considerable sacrifices to help secure Shimer's future, and we hope that other segments of the Shimer community—students and their parents, alumni, administrators, and friends of the College—will join us in making the necessary sacrifices. There are several reasons why I think we are ready to make these sacrifices: (1) Our commitment to the unique educational program which Shimer offers; (2) our confidence that the admissions staff can recruit enough students to bring about sizeable increases in enrollment during the next few years; (3) our enthusiasm about the positive attitude and hard work with which most students are pursuing their education this semester and; (4) our conviction that the general "atmosphere" on campus is better than it has been in many years. (I think it is the best it has been in the nine years I have been here.) There is a genuine spirit of open-ness and goodwill among students, faculty and administration.

Shimer College has a proud past, an exciting present, and the potential for a great future. We as faculty are committed to doing our part in bringing about that future.

*Richard Beeson  
Academic Coordinator  
Office of the Dean*

## IN KIND CONTRIBUTIONS

In 1854, when Henry Shimer put his skills as a carpenter to work, constructing the first building of what was originally the Mt. Carroll Seminary, he probably became the first known contributor of an "in kind" gift to the College. Since that time, many friends and supporters have joined that distinguished gentleman (who later became the husband of our founder) in giving gifts of materials and services.

The total monetary value of "in kind" gift support over the last year is now in excess of \$35,000, and gifts range from contributions of equipment, to printing services, to additions of books to the library and records to the student-run radio station.

## Wills and Bequests

*Many of our friends and alumni have voiced a desire to memorialize their interest in the College. It is only human to arrange for the future care of the persons and institutions which mean the most to us. There are many ways to accomplish this objective. For more information, please contact the Development Office.*

can rebuild Shimer and keep alive the ideals for which we have all struggled for so long. Shimer's Development Office has an organized and far-reaching effort to attract support from foundations, corporation and individuals. But this year, this semester, this month, we cannot depend on efforts which are long-term in nature. We must depend on you who know us and the value of our work--to help us take the first steps up this other path.

Dear Alumni:

A few weeks ago I could have reported to you that Shimer College was almost back to normal with nine new faculty members and 215 students (a 20% increase over last year). These are true facts and the campus indeed does seem normal as the students are hard at work preparing for classes, examinations, and papers.

The financial problems of the College are a very different story. We had a planned \$550,000 deficit going into the new fiscal year and with contributions at a very low ebb through the late spring and summer months we had built up \$143,000 in current unpaid bills by the opening of the fall semester.

The backlog of bills quickly absorbed tuition income so that our first monthly deficit occurred in September. We were unable to meet the College payroll at the end of October because our fund raising efforts, though extensive, have not brought the volume of gifts to match current needs.

Our efforts this year, beginning last July, are focused in ten campaigns all of which are systematically followed up with telephone calls (over donated WATS lines) or personal contacts by the president and various members of the College community.

By most stands, the results of the campaigns have been very good; we are receiving a large number of modest gifts which total between \$500 and \$1,000 a day. The problem is that large givers have either already given during 1976 or are holding back to see if the College is going to survive. The national and local election campaigns this year also have been formidable competition.

Paradoxically, the longer range prospects during the spring semester are reasonably good. Some of our larger contributors will be making their 1977 contributions during that period and some of the foundations we have approached will make decisions within the next six months. Also, we have commitments from groups to rent campus facilities next summer that could net the College more than \$100,000 beginning in May, 1977.

In anticipation of a salary loss in October, the faculty recommended budget cuts to austerity levels of \$321,000, and an increased say for the faculty and students in budgetary decisions and policy making.

At a special meeting on October 27, the Board of Trustees heard the recommendations of the faculty and in recognition offered to elected a majority of representatives of the College to the Board, provided that the current administration be allowed to continue their best efforts. The Board accepted the recommendation for budget cuts and directed that the budget be cut by \$300,000. The Board met again on November 13 to implement the proposed reconstitution of the Board.

The College is at a critical stage in its efforts to survive. It is my fervent hope that a way to survival can be found and I want to assure you that everyone here is trying to work in the best interests of the College and that whatever steps need to be taken in the days and weeks ahead will

## LOCAL FUND DRIVE

The Local Fund Raising Drive, spearheaded by a group of local businessmen and organized by the Office of Development was launched during the month of October.

The campaign was a two-pronged effort comprised of numerous individual contacts by the local committee members, Dr. Conant and Carol Lively; and a house-to-house canvas conducted on October 17 by teams of Shimer students and local volunteers.

The community of Mt. Carroll has supported Shimer in times of financial need. Shimer, in turn, has enriched the community as an educational, cultural and economic resource. In 1976, over \$825,000 will flow into the community in the form of payroll, student expenditures, and commercial purchases. In the past six months, the Open Campus program has provided facilities for over forty local organizations and private groups, for meetings, weddings, special classes, and recreational activities. In addition, the College has offered concerts, a film series, visiting artists, educators and public figures.

The major objective of the campaigning is to open a channel for regular annual support and to provide an opportunity for public/local recognition of Shimer's integral role as an important resource in the community.

### SOME OUTSTANDING GIFTS IN KIND

Outstanding among these gifts are:

- \* All the lumber to repair the portico of Tolman Hall valued at \$1,000, Grafton Cook
- \* A 680 Copier valued at \$2,095, A. B. Dick Company
- \* Advertising for Shimer's early entrant program in the Lerner Suburban Newspapers valued at \$8,000, Robert Lerner (Shimer, '56)
- \* Design and layout for the early entrant ad valued at \$3,500, Mike Caffereta (AB, '65)
- \* Photography for campus publications valued at \$4,000, Norris MacNamara
- \* Dictaphone valued at \$785, Sidney Port
- \* Pen and Ink sketches of campus landmarks valued at \$1,000, drawn and donated by Jean Sieben
- \* Graphics, for the Orientation Handbook, valued at \$900 by Peter Grabas
- \* Printing of the Orientation Handbook valued at \$10,000, by Helen Brady
- \* Antique book collection valued at \$715, National Graphics
- \* Secretarial help, a 16mm film projector, and an IBM electric typewriter valued at \$1,000 by Board of Trustees Member Philip Wertz.

This list is by no means inclusive of all the "in kind" gifts which Shimer has received. It does, however, highlight yet another source of support



This September Shimer College was privileged to have the noted director and playwright Joshua Logan on campus for four days, for a series of special classes, lectures and seminars.

While Logan was at Shimer, two of his award-winning films, "South Pacific" and "Picnic" were shown, with Logan providing commentary before and after the films. All the events were open to the community at large and were also attended by students from neighboring schools, one group coming from as far away as Milwaukee, Wisconsin.

Shakespeare once said "the play's the thing". Josh Logan added, during his recent visit here, "the audience is the thing".

Do you remember: Annie Get Your Gun, Mr. Roberts, South Pacific, Bus Stop, Wish You Were Here, Picnic, Sayonara, The World of Suzy Wong, Fanny, Camelot, or Paint Your Wagon? As director of a long list of Broadway and Hollywood successes, Logan possesses an uncanny sense of audience appeal. He knows when the audience will be let down or confused, and works directly with the playwright or screenwriter to produce the needed changes, often penning them in himself. He co-authored Mr. Roberts with Tom Heggen, and won a Pulitzer Prize for co-authoring South Pacific with Oscar Hammerstein.

Josh obviously enjoys contemporary theatre. He claims to have given up the classics at the age of nineteen after directing Othello in his sophomore year at Princeton.

"As successful as it was," he said, "I decided that new plays were the life of our theatre. Directors tend to put themselves above the author when the author can't defend himself (such as doing Julius Caesar in Civil War costumes). I feel better with the author sitting right beside me at rehearsal or a rewrite."

while this disappointed me as a student just cast as "Macbeth" in our upcoming production, I found Logan ready to relate his thoughts about characterization in light of his theories of audience appeal.

"A protagonist must grow within the play", he told me, "he must experience and portray a moment of self-realization; he must have become wiser as a result of his growth. This moment is either the climax of the play or initiates the climactic action. Macbeth," he continued, "comes to that realization in his 'tomorrow, and tomorrow' speech. The attitude he arrives at sets the movement of his recklessness in the final scenes."

It was clear, then, that this moment of self-realization was the connecting-rod for audience-character identification, leaving the audience feeling that it had gained something. Having pitied and cried, loved and hated, the audience could feel itself considered by the author, director and the cast.

Even more of an opportunity presented itself when Josh, who had studied with Constantin Stanislavsky at the Moscow Art Theatre, had us perform scenes from Middle of the Night and Picnic, the latter being one of his favorite plays which he had directed on Broadway and in Hollywood.

Josh is a big man, but moves with an agility that belies his sixty-eight years. He would stand for a moment, silent, his hands in his pockets, head bent in thought, then burst upon the silence and the stage with the vivaciousness of a man directing before a Broadway debut.

He was enjoying himself.

Paul W. Mulcahy

## GREEN CURTAIN: A SEARCH FOR THE BEST

In the golden days (which for Shimer People is inevitably two years prior to the moment of one's arrival on campus), theatre was an extra curricular activity performed with enthusiasm in the basement of Hathaway. Then came the building of the Karyn Kupcinet Theatre, and the age of innocence disappeared. For a beautiful and expensive facility must be maintained and justified, and so theatre became curricular. Once theatre courses have been introduced into the curriculum, however, the questions arise: for what purpose? and to what end? In answering these questions, I would like to help us through the transition from play to work, from therapy to art.

What, ideally, can theatre be at Shimer? It can only be at its best when it reflects and exploits what Shimer does superlatively, the education of thinkers. Students who are going through our general course structure have a unique and potentially usable background for the theatre. They know how to read plays. They know what plays mean. The instructors and the theatre program must therefore use and build upon this ability.

I have recently cast and gone into rehearsal for Macbeth, which is to be produced on the weekend of December third. I was shocked to discover some theatre students questioning our ability to produce a great play, urging an "easier" vehicle. I asked them what had become of Shimer's devotion to the great books, and they replied that the great books were, of course, the core of the curriculum, but hardly had anything to do with the theatre. Somewhere along the line, the theatre's connection to the rest of the school had broken. We, who trust our students to read original sources in place of the experts and explanations handed out by most other colleges, had taught our students to spend their time on second-rate plays which were "good enough" for them.

This must change. It already is changing. Whatever the final form of our theatre program, it must reflect Shimer's conviction that only the best is good enough for the student to learn from, that great thinkers, great dramatists give our theatre the shape and form it so badly needs.

Eileen Buchanan

## GREAT BOOKS

## -- GREAT PLAYS

Please send all News, comments, inquiries and address changes to:  
ALUMNI OFFICE, SHIMER COLLEGE, MOUNT CARROLL, ILLINOIS 61053

The format and philosophy of Uzzano, a literary quarterly produced at Shimer (see Bulletin, Summer 1976, page 9) bears vivid witness to the "strange fruit" of the college's educational objectives. Uzzano's affiliation with the school in no way implies that it functions as Shimer's "house mouth", or that it is subject to the editorial approval of the President, the Board of Trustees, or any other legal entity of Shimer. Although it is edited and staffed by people who can be directly associated with Shimer as faculty, alumni and students, Uzzano is a self-directed publication. Precisely by maintaining its independence from the institutional hierarchy, Uzzano pointedly furthers Shimer's aim of fostering well-informed individual integrity.

The idea of founding the magazine cropped up in an after-class discussion last semester. Several members of a course on modern American poetry had become excited about Ezra Pound's views on the place of poetry in society. Believing that the poet is responsible for keeping language efficient —i.e. "charged with meaning."—Pound propounded the notion that good poetry must be founded on a dual commitment to formal tradition and to convention-shattering honesty. In other words, he argued for an intellectual erudition that would encourage a personal exploration of life. The knowledge resulting from such a search would, accordingly, not be abstract schematization, but rather concrete realization unifying the multiple aspects of actual experience. The freshness of such truly-lived and truly-written experiences constituted the core of a literary tradition, in Pound's opinion. Thus, the poet's social role demands that he/she keep the general populace posted on "the news that *stays* news"—sensitive self-examination through the medium of language.

The course participants concluded that the dissemination of excellent literature is the duty of the concerned citizen of the cosmos, simply because literature helps people to align their uniqueness with the plenum—the world as itself, beyond any particular bias about what it's up to. A decision was made to dedicate the fledgling journal to "Uzzano", a character from one of Pound's poems. A "revolutionary and poet", Uzzano "influenced by Blake, Chuang Tzu, and Al Ahmed, was horrified by the aspiritual malaise and the toady-ridden political chicanery of his times" in the words of the 1st edition of Uzzano. The second issue further describes Uzzano as the resurrection of "history's most beloved exemplar of morally concerned political action, the Holy Fool." Literature is thereby promoted as a "coping" device, through which individuals can, on their own terms, reckon with the quirky facts of existence in order to universalize and resacralize their everyday lives, following the model provided by the mythical "Uzzano".

Originally envisioned as a literary supplement to Symposium, the student newspaper, Uzzano was seen as an attempt to acquaint students of the "Great Books" with the comparable greatness of contemporary literature. However, the Shimer-trained staff of critics had become so accustomed to work of exceptional quality, that they soon decided to solicit poetry and prose from artists of proven merit. The effort was so successful that the magazine became viable as an independent endeavor, though it continues to include the works of alums, faculty, and friends of Shimer who are experienced writers.

The upcoming third issue of the quarterly is composed as a tribute to Franklin Brainard, a Minnesota poet who died this summer. A visiting lecturer and reader at Shimer, Brainard contributed poetry to the first issue of Uzzano. The memorial edition is to present thirty-six poems of Brainard's, twelve of which will be appearing in print for the first time. The Bulletin has been given permission to reprint one of these poems as an example not only of Brainard's work, but of the caliber of Uzzano as a whole.

## UZZANO—Shimer's "Holy Fool"



### "Green Ash on the James"

There is no mirror for my face here.  
My grey hair doesn't show;  
only the Jim River quilted with sun and shadow,  
carp thunking for hoppers and hatch,  
doves bone-deep mourning,  
birds I do not know,  
songs I only hear,  
a green ash growing from a lightning-hollowed stump.  
There is no mirror;  
only years of ash:  
volt-torn,  
young-branched.

Uzzano has been drawing favorable reviews for its selections of outstanding writing. Recently, the Illinois Writers Newsletter praised the magazine roundly, saluting the contributors, calling for an "encore", and lauding the "surgery on our psyche" performed by the entries.

The "operation" metaphor used by the reviewer is apt. Intelligent reading, writing, and living involve a continual probing into the ways in which we order our perceptions. To be true to ourselves, we need the courage to inaugurate new quests. To be true to others, we need communication to fertilize one another's growth beyond the confines of the self. A cultivated sense of humor can sustain us through the shock of self-examination. In Pound's words, "Gloom and solemnity are entirely out of place in even the most rigorous study of an art originally intended to make glad the heart of man." Uzzano's spirit of mythic play offers methods by which the Shimer method can be extended out of the classroom, and out of the institution itself, into the ongoing apprehension and appreciation of life's seamless web of processes.

# ALUMNA PROFILE LAURIE SPIEGEL

A banjo was the instrument Shimer students remember Laurie Spiegel playing, but now she is composing music with the help of the GROOVE hybrid system, using digital computer to control analog audio synthesis equipment.

Working out of a New York loft overflowing with electronic audio equipment and taping systems, Laurie was reviewed by the New York Times as "fast emerging as one of our most promising electronic composers". She is also a recent recipient of grants from ASCP and the New York State Council on the Arts as well as being voted one of the "Outstanding Young Women of America".

After graduating from Shimer in 1967, Ms. Spiegel carried on her studies in classic guitar, theory and composition in 1968 with J.W. Duarte in London. She then returned to the Juilliard School in New York, where she studied from 1969-1972, a period in which she also worked as an instructor in electronic composition and classic guitar and as Director of the Electronic Music Lab for Bucks County Community College in Newton, Pa., and as an instructor of electronic music at the Aspen Music Festival while on the staff of the Aspen Conference on Contemporary Music.

Throughout this period, she continued her studies, studying classic guitar with Alexander Bellow and Oscar Ghiglia and renaissance and baroque lute with Fritz Rikko and Suzanne Bloch, while performing in both instruments. After private lessons in composition with Jacob Druckman and in computer composition with Emmanuel Ghent, she received her M.A. in Composition from Brooklyn College in 1975.

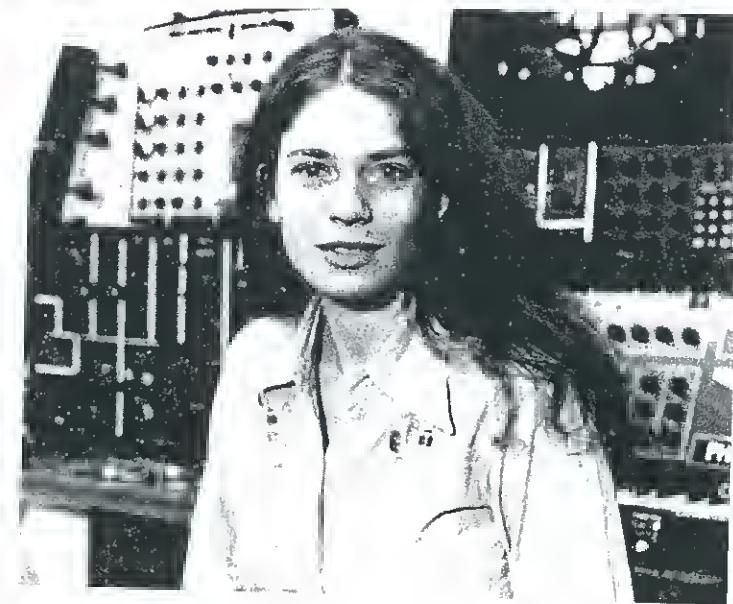
Laurie's music is being performed in a multiplicity of formats, performances at "The Kitchen" and the "Open Mind" in New York, in repertory with the Elliot Feld Ballet and the Kathryn Posin Dance Company (including two U.S.I.A. tours of Latin America) and dance performances at the American Dance Festival and the New York Festival of Dance. Her works for the theatre include incidental music for five plays. Her music is widely used and broadcast on TV, including WNET, New York, WGBH, Boston, WTTW, Chicago, BBC, London and also many radio stations.

In addition to pure musical composition, Laurie is also working on the development of computer control of video synthesis, computer graphics and the exploration of psychoacoustic processes through computer control of sound. Her computer music and art has recently been included in an international exhibition in Tokyo, Japan and she has been awarded an Artist in Residence status and Production Support Grant for the Experimental Television Laboratory of WNET in New York.

Laurie writes that she is presently interested in the question of how "the nature of a (computer) language controls the art or music produced in the same ways as language influences thought in general, and the method of formulation and realization of brush painting or paper and pencil music differing from others (with thanks to Robert Jordan)".

"Other than that, I have a mouse, no cockroaches, a sometimes dog, holes in the floor, missing window panes, zillion books, a not-quite-soundproofed recording studio and a pistachio factory in the next building".

Laurie invites anyone to write to her at 175 Duane Street, New York, NY, 10013 and we can tell you from experience that a phone call to (212) 925-7049 will either tell you Laurie or some of her music on the answering machine.



## WHERE DID EVERYBODY GO?

One of the problems with Alumni Associations is that they tend to degenerate into fund raising lists for the old *alma mater* or extended nostalgia clubs, bringing us together for reminiscent afternoons on the green swards of our youth. Some of this activity is quite proper, but Shimer College, as an innovator in ideas and methods of education, should be an innovator here, too. The office of Alumni Relations has been bubbling with ideas on ways in which Shimer could offer a lifelong educational and social experience to its students, instead of just writing off that aspect when you walk out of here with a diploma in your hand. It's just in the idea stage now, but enthusiasm in the office is high regarding plans to make it practical for alums to do a weekend, or month, or year re-education retreat, or to offer the chance for alums to come to Mt. Carroll and teach from their life experience, or work inside the College with some of the other skills they have acquired. We would like to publish an Alumni Directory, providing career placement opportunities and giving alums a chance to work with other Shimer people in the lives they are now leading. This and more.

As a first step in this process we have tabulated the responses to the first questionnaire we sent out to you, soliciting information, advice, and your reactions. We can't pull it all together but we can be a resource nexus if all you adventurous people are still adventurous.

We have broken down the responses from the first 304 replies into job categories that show what Shimer grads are doing now.

Teaching .....	22.04%
Business, Corporate Management,	
Marketing Finance .....	15.79%
Engineering, Technology, Science .....	6.91%
Law .....	6.58%
Journalism, Writing, Advertising .....	5.59%
Housewives .....	5.59%
Development, Planning, Social Work .....	4.61%
Art .....	4.28%
Secretarial, Clerical .....	4.28%
Medical .....	3.29%
Psychology .....	3.29%
Self Employed .....	2.97%
Nursing, Biological and Chemical Fields .....	2.63%

Other responses which fall around or below 1% include Library, Farming, Church, a CIA agent, a film producer, a welder, a Chinese Art historian, a custom T-Shirt printer and a psychobiologist.

The feedback we received from our request for comments varied—we'll reprint some:

*I wish I could feel differently about Alumni things - whenever I have been back in touch with any groups of Shimerians from my era, the atmosphere has been unproductive, overly nostalgic - I have felt that the present might be more important. Many Alums have deemed to rest large parts of themselves on "Back Then" instead of feeling that they are "Here & Now" because of Shimer's influence on their lives. Maybe I just don't like group reminiscences.*

'72

*Ideally suited to fostering intellectual growth in persons 18 to 22.*

*Miserably deficient in fostering other important growth processes (social, cultural, e.g.) in this same age group.*

'63

*Shimer College has improved in every way compared to when I attended; at that time we were simply "tolerated"*

'38

*I attended Shimer when it was a girls' school. I loved every minute of my 3 years but don't have the interest now that it is co-educational.*

'29

*My first full and honest educational & intellectual experience.*

'67

*"The total stress on intellectual endeavor, the lack of opportunities to formally apply these skills to physical situations was crippling.*

'73

*Instilling an inquisitive approach to life.*

'72

*Thank you for asking these questions.*

'62

*I am still not fully convinced that Shimer now is the Shimer I knew and loved.*

'67

*Close personal & Academic interaction; a strong program of general liberal education.*

'72

*Almost individual attention to students. Plenty of time to learn about one's self.*

'65

*Developing independence of spirit, a questioning mind, and a genuine love for things beyond the bounds of one's chosen discipline.*

'72

*Teaching students how to think/integrate/synthesize.*

'67

*Re-establish & keep in time with U. of Chicago—possibly share professors, develop student career counseling, pay good salaries to attract good teachers, pay attention to the needs of women, minorities.*

'62

*I was sorry to see Shimer go co-educational and so far out.*

'27

*Regarding the Alumni Association; I have attended several functions over the past few years. All these functions had one fault—they were held only for the purpose of making a pitch for free labor. No doubt the need was real but it's ridiculous to work and work only for an organization that exists solely to solicit labor. If the people in the Alumni Organization were to realize that such an organization must appeal to something besides the Protestant Work Ethic people might be interested.*

'70

*Shimer was without any doubt the most important educational experience of my life. It provided a transition between the small town high school which I had previously attended and the University life in which I have subsequently been involved. Although the specific materials learned at Shimer did not relate directly to my graduate work or occupation, the underlying attitudes and philosophies learned at Shimer have been extremely important to me.*

'54

*I once told Esther Weinstein that with Shimer's History it could never die. What do you think, Dr. Conant?*

'12

*Plenty of extra-curricular opportunities in Art-Humanities course—great insight-writing opportunities—acting & leadership.*

'45

*What I needed was a more practical education.*

'65

*Your recent opening of the campus to the county has helped in better acceptance of Shimer by the local people.*

'51

*Small library and isolation from the "real world"—however, paradoxically this is also part of its strength.*

'70

As a measure of how good the alumni felt their overall experience at Shimer had been we asked for a rating and received the following:

Very satisfactory .....	202
Satisfactory .....	86
Unsatisfactory .....	4
Very unsatisfactory .....	3
No answer .....	9

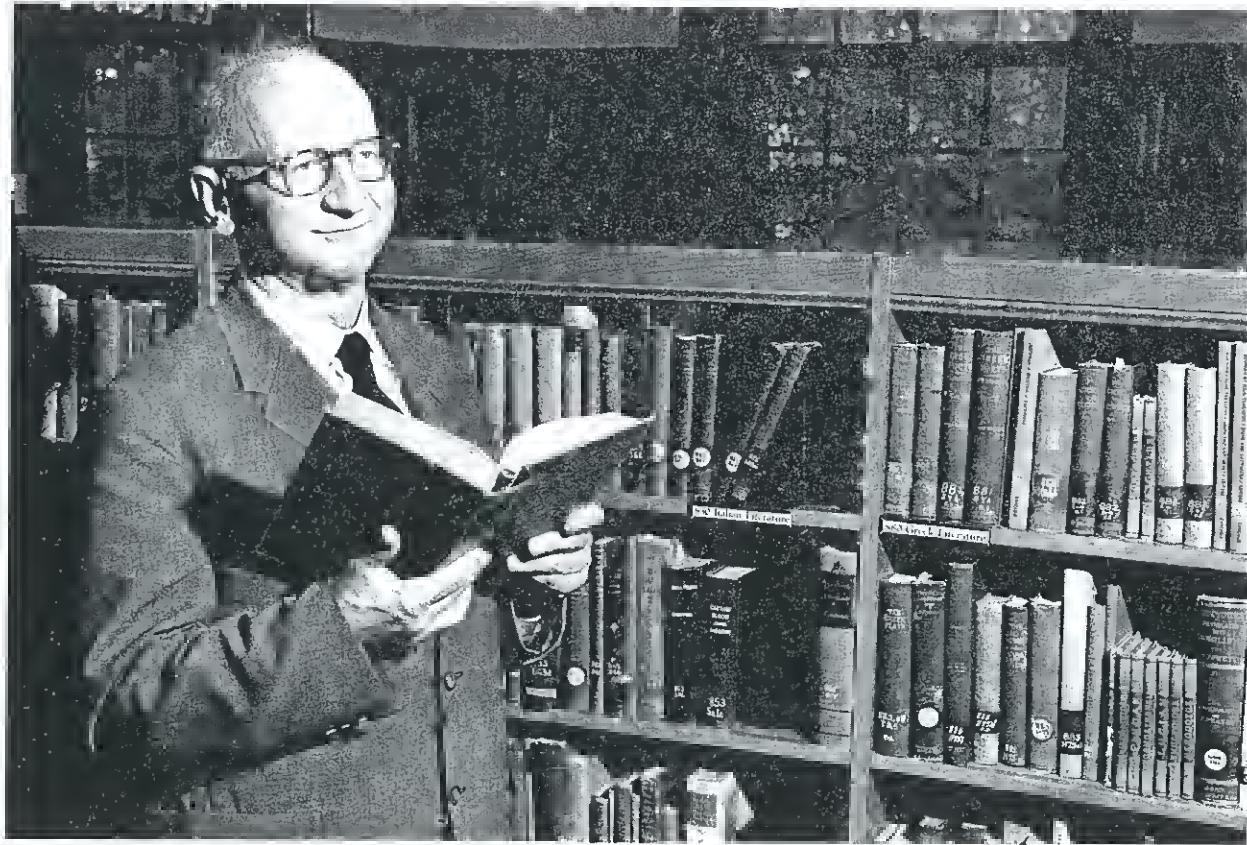
The consensus seems to be that most of us got something good here, something we valued. What we would like to believe is that if we got something here, perhaps we can still get something here, and perhaps Shimer can get something of inestimable value from the subsequent experiences of its former students.

It seems worth the try.

Write us.

(Part of the "we" in this article is me—Alan Copeland, AB '66.

I have been fortunate in being able to return to Shimer for six weeks and apply some of my "real world" skills as a writer and photographer here when it is needed. Shimer, in return, has put me back in touch with learning and the campus community—a fair trade, all around.)



## DR. JOSEPH MAREK

### TRIBUTE TO DR. JOSEPH MAREK

We are sad to announce the death of Dr. Joseph Marek in London, England. Those students who passed through Shimer in the years 1960 to 1969 remember Dr. Marek's tremendous breadth of knowledge in languages (he was fluent in over 40) and in literature, and, perhaps most importantly, the true warmth and gentleness of the man himself.

Born, as he put it in his *Autobiography of a Linguist*, during "the last Austrian-Hapsberg emperors and the times of great splendor of the old Vienna waltzes and Lehar's and Strauss' operettas", he brought a unique vision of the world to all of us, considering Shimer a second home, where had "met some of his best students in the country, some very gifted and some just a little lazy—what a pity."

Dr. Marek's wife, Erica, responded to our letter to her, and we think that it is more indicative of him than anything we can add.

Dear Mr. Cole:

Thank you so much for your kind letter expressing your sympathy and warm wishes.

He was a great correspondent, as you know, and not only kept up with many of his colleagues but also former students. Some came to visit us when they came to London.

All those six and a half years my husband was with me in London he frequented the famous City Lit. (City Literature Institute), a centre for adult studies, where he followed a course of advanced Chinese. He devoted a lifetime to the old Chinese but had to start to learn the new more simplified script. He made a few good friends there, some of them had been attending these evening classes for the past ten years or more. My husband had to travel quite a long way, as distances are so great in London, but in spite of failing health, hardly ever missed a class.

He was always busy working on his "Memoirs." He has left me 1440 handwritten big pages. He wrote about his experiences in all the countries he had lived in, or travelled to, commenting on all the political, social economic aspects, bringing it up to date to our last trip to Greece, where he was usually the only one in the hotel (among the crowd of English, French, German, etc. visitors) to be able to converse or interpret in their native tongue.

He was always more attracted to countries like Turkey, Portugal, Greece, Tunisia etc. where he could practice their more difficult languages.

I still see him sit there in the various primitive village cafes or taverns where only natives went, engaging in conversation with them.

I know Joe was so happy at Shimer—he still eagerly awaited news about everybody at the College, what was going on and telling me about it and I am eternally grateful. Thank you for everything.

Sincerely Yours,  
Erica (Mrs. Joseph) Marek  
56 Lauradale Road  
London NZ 9LU  
England

## Class Notes

**Kathryn Garretson Stitt**, '12 from Coronado, California, visited Shimer on the first of October. She had not seen the campus since 1912, but seemed pleased with what she found.

**Dr. L. Dell Henry**, '16, was recently the recipient of the Washtenaw County, Michigan Medical Society's "Outstanding Doctor" Award. Dr. Henry was presented with a plaque commending her "outstanding service and contributions to the society, the medical profession, and the community." She established the first private practice in Ann Arbor, Michigan, in the specialty of allergy in 1941.

**Margaret Munger Davis**, '29 reports that she "just took a trans-Atlantic North Cape cruise ending up in London. A delightful experience!"

**Phyllis Steele Day**, '40 of Hayward, California, stopped by Shimer on June 25, 1976. We hope she enjoyed her tour of the campus.

**Myrtie Heinle Mohlman**, '43, writes from Yosemite National Park in California. "Enjoying beautiful mountains in Wawona. It is so much cooler than Tarzana and L.A. Sad about drought here in California, but still we have found icy fresh water pools to swim in up here. My husband, Bill and I, want so much to visit Shimer again. Hope to make it soon . . . So happy Shimer has had a new beginning and doing so well."

**Gaye Gilbert Benson**, BS '63, is currently President of the League of Women Voters in the Lansing, Michigan area. Her involvement with the League has led to her chairing the "For Kids and Community" coalition, which in her words "takes no position on the elementary school desegregation procedure (including 'busing') in the Lansing school district (but) is working to ensure a positive community climate for children as they enter the affected schools. In addition to the school concerns, other League-related activities have included several televised debates and forums on the Equal Rights Amendment (I strongly favor!) and one radio debate; participation in a half-hour TV program on the Federal 208 Water Quality program; testimony several times and innumerable meetings in regard to the Lansing City Charter revision. My main non-League activity is being a member of the board of directors of Health Central, a newly health maintenance organization in the pre-paid group practice, non profit mode."

**Jennifer Read Rose**, AB '72, writes "After I finished my M.A.T. program, I decided unequivocally that I would never teach in the public school system nor would I allow any of my children to attend public schools. Now I am a partner in my husband's (Bruce Rose, AB '72) VW repair business, and the mother of a 19 month old boy named Saxton. When he gets a little older, I will arrange an alternative educational environment for him and any other children we have. For now, I am learning car mechanics."

**Bruce Kennett**, AB '72, is doing freelance work in the New England area as a photographer, calligrapher, and graphic designer. Between jobs, he spends his time by cross-country skiing.

**Charlotte McGuinness**, AB '72, while teaching part-time in the Neural Science department of Rutgers University Medical School, is working on her Ph.D dissertation concerning central pain mechanisms.

**Maria Sosa** and **Terri Loeb Buchholtz**, both AB '72 visited campus on October 9 and 10. Maria spent her time photographing aspects of the surrounding countryside.

**Lawrence Kachelries**, AB '73, is currently enrolled at Tulane University in the department of graduate Physiological Psychology, where he is researching the technique of immunocytochemistry.

**Warner Johnston**, AB '73, is employed as an engineer at WLS-TV in Chicago.

**Roxanne Plummer**, AB '74, has begun working on an M.S. degree in therapeutic recreation at Pennsylvania State University.

**Richard Nolan**, AB '74, manages a bicycle shop in Waterloo, Wisconsin. He builds custom-made bicycle frames and studies computer science in his spare time.

**John Mericle**, AB '74, is currently employed by a roof-shingler. He hopes to be self-employed in that field soon. Meanwhile, he says. "I enjoy hearing from Shimer, and hope one day to be a contributing alumnus."

**Patricia Hicks**, AB '74, is presently an Activities Counselor in Prevocational Preparation for retarded adults at the Klingberg Adult Center in Mundelein, Illinois.

**Janie Latimer**, '74, recently received her B.A. from Trinity University in San Antonio, Texas. Janie plans to attend medical school in Monterrey, Mexico.

**Anne M. Whitmore**, AB '70 has been working for the Baltimore City Department of Social Services as a caseworker, particularly in the fields of family and child service.

**Joseph R. Mirro Jr.**, '70 extends the following invitation: "Any Shimer College student, faculty member, or alum in the New York/Long Island area desiring free photographic instruction, assistance, or information of any kind, or assistance in the purchasing of photographic equipment, please contact me at (516) 872-9037." Mirro, a member of the National Free Lance Photographers Association, is currently living in Valley Stream, N.Y.

**Christopher Bush**, AB '70 reports that he is following up his post-grad work at the University of Alaska in Physics and Philosophy with training as an apprentice lineman member of the International Brotherhood of Electrical Workers. "Previously, I put in three years teaching Science and Math, the last two in Wrangell, Alaska. I guess this all fits in well with concepts of continuing education, going to vocational schools to get marketable skills."

**Miriam Gusfield**, AB '70 writes: "After leaving Shimer, I received my M. Ed., with a specialty for the deaf, at Western Maryland College, which was one of the first programs to include deaf students. Since then, I have worked with deaf people of all ages in a variety of capacities - from preschoolers to the adult community, teaching, interpreting into sign language, etc. One of my proudest accomplishments is helping start the Washington Society for Jewish Deaf." Gusfield is currently pursuing her professional goal of teaching the multiple handicapped deaf in San Diego, California.

**Alicia Mallory**, AB '71, teaches in a Resource Room at the James M. Curley school in Jamaica Plain, Massachusetts, where she works with disturbed, retarded, and learning-disabled children.

**Charles Rosengard**, AB '71, teaches at Bakersfield College in Bakersfield, California and conducts workshops on yoga at the University of California at Santa Barbara. Chuck is beginning rabbinical studies this fall.

**Charles "Nebraska" Saunders**, AB '71, has organized a motorcycle accessory company, SAENG/Surface Aeronautics, that began distribution this summer in Columbus, Nebraska.

**Gareth G. Morris**, AB '71, received his J.D. cum laude from the Arizona State University College of Law. He is presently an associate attorney in the litigation department of an Omaha, Nebraska law firm.

## Marriages

**Deborah Wright**, '72 and **Robert Fawcett**, AB '73, were married in July, 1976.

**Sue Chambers**, AB '76 and **Terry Johnson**, AB '76 were married in August, 1976.

## Births

A son, Jason, to Shimer's Director of Admissions, **Ron Goldblatt**, AB '72 and his wife, **Gail Johnson Goldblatt**, on September 15, 1976.

## Deaths

**Rose Lane Leake**, '0, from Arlington Heights, Illinois, died in 1976.

**Agnes Collins Janssen**, '16, from Gothenberg, Nebraska, died in August, 1976.

**Florence Schweizer**, '19 from Madison, Wisconsin, died on August 18, 1976.

**Pauline Whitman Hough**, '20 from Fowler, Colorado, died on February 17, 1976.

**Marie Solstad Kempton**, '23, from Laguna Hills, California, died on July 19, 1976.

**Hazel Stober Kessler**, '24, from Mt. Carroll, Illinois, died in October, 1976.

**Maurine Bledsoe Barrett**, '28 from Cincinnati, Ohio, died on July, 1975.

**Irma Steiner Lawrence**, '28 of Downey California, died on May 27, 1969.

**Ann Orvis Cubbon**, '38 of Riverdale, Illinois, died in June, 1974.

**Elizabeth Taylor Schorger**, '43, from Grand Rapids, Michigan, died in 1976.

**Ruth Brudi Kessler**, '52, from Mt. Carroll, Illinois, died in March 1976.

**Marian Shertz**, '5, from Tiskilwa, Illinois, died in 1976.

**Ella Agnes Brown Semester**, '18 from Rock Falls, Illinois, died on March 19, 1976.

## Former Faculty

**Joseph Marek**, who taught Foreign Languages and Literature at Shimer from 1960 to 1969, died in London, England. (See tribute elsewhere in this issue.)

**Kevin Maguire**, who taught in the Social Sciences Area, was married to Elizabeth Mary Gordon in St. Peter, Minnesota on August 7, 1976.

## STUDENTS

To convey a personal understanding of what we, as students, are doing at Shimer is difficult. Many aspects of the school remain consistent over the years. In this small school, a personal interchange of knowledge and understanding is a fundamental aspect of existence. This interchange, coupled with a confrontation with the great thinkers, and a questioning that strives for simplicity, creates the consistent underflow of activity here.

Within the present context of people and situations there are differences. To provide an understanding of who we are as students, we must describe our experiences in the last six weeks.

Today a colorful autumn cold descends upon Mt. Carroll. In warmer days when the semester began, we, as students, were once again challenged to discover each other. Some were new here, others weren't. We had all come from the outside into this tiny community to cloister ourselves in discovery. We were to discover ourselves and our college.

We had scarcely renewed acquaintances when we gathered at the Karyn Kupcinet Playhouse to listen to the convening talks. We were told that we were inheriting a place and a tradition whose backbone was the art of questioning. The answers were never easy but the process of questioning created awareness in people. We were told that this place and its tradition showed more potential for growth than previously. New faculty, new affiliations, and a higher criteria for new students were all helping to secure a future for our college.

We were told that we needed \$550,000 this year to avoid new indebtedness. We were also told that expanding the student population was necessary for the College's survival. This need meant not only new students to be sought, but also required an attitude that would encourage many of us to stay.

Needless to say, the effects of the ceremonies were curious and bittersweet. We as students were confronted with a situation of dynamic tension. The emotional tension of securing a future for Shimer is different than the tension resultant in saving a college. In 1973, we as students, had no choice but to concern ourselves in a life-and-death financial struggle. Today, as we approach November 10th, three years later, we must above all discover ourselves as a people. Much of the concern and anxiousness over the financial situation is still present. Yet only by concerning ourselves with the purpose of this college, only by maintaining a mode of growth can we secure our community.

Thus, classes are running as usual. Asking questions, "What is history?" and "Why is that so?" continues in the free discussion of major works. Discourse is also extended to the community as a whole. Mass meetings have been organized to discuss crucial questions—the financial future of the college, alternative curricular approaches, the "comps". Discussions have expanded into the dining hall and into everyday activities.

FALL 1976  
SHIMER COLLEGE BULLETIN

Cover - Jean Sieben; Reporting - Frances Kostarelos, Paul Mulcahy, Siro Pieri, Students. Richard Beeson, Eileen Buchanan, Albert Kirsch, Dennis Wickman, Faculty. Mary Caraway, Richard Chamberlain, Alan Copeland, Jane Green, Carol Lively, Dan Shiner, Staff. Barry J. Carroll, Board of Trustees. Ralph W. Conant, President; Photography - Alan Copeland, Richard Chamberlain,

## ALTERNATE ENERGY OBSERVATORY

Increasing awareness of the importance of technology in the pursuit of knowledge has generated an on-campus endeavor to construct an astronomical observatory powered by solar and wind energy. "Wind, Sun and Stars-Building for Energy" is the official title of "Natural Science 35", a course team-taught by Don Moon and Robert Richardson.

Mr. Richardson sees the exploration of alternative energy sources as completely in keeping with the kind of alternative education which Shimer provides. "Those trained to question and analyze their basic assumptions are naturally better-equipped conceptually to investigate new possibilities. This kind of inquiry is especially suited to the study of the natural sciences."

Last year, during a Nat. Sci. 1 discussion of The Copernical Revolution by Thomas Kuhn, the subject of the movement of stars was brought up. Very few students found that they could contribute any information to the conversation, because they had never watched the night sky long enough to come to their own conclusions about whether or not or how the stars move. "A small observatory at Shimer would enable students to complement their reading with the study of another kind of original 'source of material'", states Mr. Moon.

The interweaving of "theoretical" and "practical" modes of learning is intrinsic to the program of Nat. Sci. 35. It is the task of the students to familiarize themselves with the core readings on telescope optics, heat transfer, and energy production, in order to design a structure tailor-made for Shimer's needs. The students are currently constructing prototype solar energy collectors of two sorts, using either air or water as the heat-transfer medium. Later, wind-energy, as a possible means of providing electricity for the observatory, will be researched. Since the building, to be located on campus property, will measure approximately thirty by forty feet, and will be two stories tall, an efficient management and usage of energy produced is essential. The course, from the planning stage to the laying of the cornerstone, will continue through next semester and into the following summer. Thus, the students will be tested on their competence in applying accumulated information to practical situations, rather than in conventional tests. Those taking the course are also responsible for formulating grant proposals for federal funding to the National Science Foundation.

Richardson (Ph. D. Yale) himself has been recently awarded a grant by the Illinois Humanities Council for research on the topic "Philosophy, Energy, and Public Policy". His tenant is that the problems of knowledge and the problems of energy are so elaborately intertwined as to necessitate critical re-examination of our idea of Nature. Technology, by mediating our relations to the world modifies our attitudes about what the world is.

"Each new technology in turn may call yet another into being, and the network of complications multiplies. Each strand of the network is likely to cause some alteration in human habits, perceptions, and beliefs. In the end, every technological solution carries with it this price—that we will be owned in some measure by the thing that frees us." Thus, technology is not a value-free enterprise, however, the values which it embodies may